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**UNIVERSITY OF BRITISH COLUMBIA**

**SOCI 301 -201**

**Development and Underdevelopment**

**Winter 2021 (Term II)**

**SOCI 301 -102**

**Development and Underdevelopment**

**Fall 2019 (Term I)**

Instructor: Oral Robinson, Ph.D. Time: MWF 9:00 am to 10:00 am

Office: ANSO 2202 Class location: Online

Office Hrs: M 10-11am or by appointment Teaching Assistant: Lily Guan

Email: [oral.robinson@ubc.ca](mailto:oral.robinson@ubc.ca) TA email: [lilyguan75@gmail.com](mailto:lilyguan75@gmail.com)

Instructor’s telephone: (604)827-5369 TA Office hours: By appointment

**Overview**

The course critically examines processes of social change in the Third World and the ‘developed’ world, while emphasizing the unequal relationship between the global North and South. It also examines the effects of historical processes such as colonialism, imperialism, industrialization, globalization and rise of TNCs and Bretton Woods institutions on ‘development’.

**Course Description**

Welcome to SOCI 301A -Development and Underdevelopment! For many of us, the concept “development” evokes ideas of modernity, progress, welfare and peace. However, the realities of people living in many countries are often quite the opposite. As the course is taught from a critical, anti-oppressive perspective, my goal is to cultivate perspective transformation and empowerment so that you can feel confident to engage in critical praxis. My hope is that you will develop the tools to challenge systems of power and oppression. The course unpacks ‘development’ and associated concepts, and undertakes a critical examination of the history, meaning and outcomes of ‘development’ practices. The course is divided into four sections. First, we examine the historical meaning and practices of ‘development’ as well as theories that help us understand them. Second, we examine the ‘development project’ and ‘economic nationalism’ as strategies to improve the welfare of people. Third, we examine the ‘globalization project’ and neoliberalism. The impacts on labour processes, gender equality, ethnic and nationalist conflicts, poverty, migration, population dislocation and other social problems are discussed throughout the course in relation to development practices. Finally, we examine resistances and alternatives to ‘development’.

**Prerequisites**

One of [SOCI 100](https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=SOCI&course=100), [SOCI 101](https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=SOCI&course=101), [SOCI 102](https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=SOCI&course=102) or instructor’s permission.

**Learning Outcomes**

The main objective of the course is to expose you to concepts, ideas, theories and ways of analyzing ‘development’. By the end of the course, you are expected to be able to:

* Critically analyze the origin of ‘development’ and explain its assumptions and consequences using theoretical and empirical evidence. You should also be able to evaluate historical and current attempts to legitimize ‘‘development”. By so doing, you should be able to formulate your own definition of development.
* Make connections between development and current global problems (e.g. media reports) and analyze them sociologically.
* Explain how development is a political process, by demonstrating how power is unequally distributed within and between societies, and how this affects life chances.
* Evaluate resistances, counter-movements and alternatives to ‘development’ and make suggestions about strategies and offer solutions to global problems.
* Work collaboratively to construct arguments concerning development issues culminating in the production of a research paper.

**Required Text**

McMichael, P. (2017). *Development and Social Change: A Global Perspective: A Global Perspective* (6th edition). London: Sage Publications. [If you choose to use the 5th edition, it is your responsibility to identify the differences in the 6th edition to compensate]

The texts are available at the UBC Bookstore and is on reserve in Koerner Library for 2-hour loan. Please check the course website regularly for additional reading/resources.

**Teaching Methods**

The class is primarily organized around lectures, individual and group activities, discussions, and case studies analyses. The course is entirely online, so do not enroll in the course if you do not have access to reliable internet service or have access to a personal electronic device with internet connectivity.

* Critical, Anti-oppressive Pedagogy: We will take a critical perspective to all the issues studied in the course. You will be asked to reflect on your learning and you will be encouraged to think about anti-oppressive solutions to the issues discussed.
* Synchronous delivery: Live lectures will be conducted via ***Zoom*** which has been integrated in Canvas. On the left menu bar in Canvas, please click on the “Zoom” link. These classes will be recorded.
* Asynchronous delivery: Some lessons (partial or in full) will be recorded ahead of class and uploaded under Modules on Canvas for viewing. You will be able to view them at any time. You will be advised in advanced which lectures are pre-recorded.
* I also utilize news and entertainment clips from popular media to create experiential learning opportunities and make connections between academic content and everyday social life. I also encourage you to submit materials that you think might be useful to the class either to me or on the course’s discussion board on Canvas. My aim is to create an environment where everyone engages in class activities and contributes to problem solving.
* I will be utilizing some Liberating structures[[1]](#footnote-1) activities to facilitate engagement, challenge your critical thinking, encourage reflections, self-evaluation of personal practices and develop communal solutions to a range of social problems.

My goal is to help you to develop your own position about issues in the course and facilitate the exchange of ideas by exposing you to different sociological perspectives as well as those of you peers. I also want to create an environment where everyone engages in class activities and contributes to problem solving. I will be utilizing on some Liberating structures[[2]](#footnote-2) activities to challenge your critical thinking, encourage reflections, self-evaluation of personal practices and develop communal solutions to a range of social problems.

**Get to know us**: Both Lily and I will try to get to know you because we will this will contribute to a positive learning environment. In addition to virtual interactions during class time, please feel free to set up an appointment to introduce yourself or to discuss issues relating to the course.

**Class Slides**: Slides are posted at the beginning of each week. Posted slides are summaries of the required readings and supplementary materials to enhance your learning. Please note that I do no lecture from the posted class slides. The presentation slides I use in class are more succinct versions of the posted slides with additional graphics, images and activities. My presentation slides will not be posted. This is done to enhance your engagement and note-taking skills. You are responsible for taking notes of any new information you see on presentation slides that are not covered in the posted slides. This means that you are expected to read your slides before coming to class.

**Students’ Feedback**: I encourage you to share your opinions about the direction of the course and make suggestions on how to improve your learning experience. From time to time, I will be collecting your feedback and incorporate them in the course. Outside of this, feel free at any time to speak to me one-on-one or send me an email to discuss your course experience. You are also invited to visit me at office hours so that I can get to know you or to discuss anything related to the course. If you are unable to make office hours, please feel free to talk to me after class or send me an e-mail to set up an appointment.

**Course Expectations**

* **Be informed**: You should check the course site frequently to view announcements, lecture notes, assignments, additional readings, videos, and related content.
* **Reading Expectations**: You are expected to read the assigned materials prior to class, during which we will engage in group discussions and other activities.
* **Attendance Expectations**: You are expected to attend all classes. It is important to do so because much of the materials in this course is structured around class discussions and activities. If you are absent, it is your responsibility to obtain missed lecture notes and other information from a course mate.
* **Participation Expectations**: A satisfactory and consistent level of participation is expected, including within groups and in general class discussions. In addition to fostering a community in the classroom, your contribution to the virtual classroom is expected (e.g. via the discussion board on Connect). We will also use these online tools to facilitate online group discussion, blogs and gather feedback. Please participate fully.

**Summary of Evaluation Components**

|  |  |  |
| --- | --- | --- |
| **Evaluation Component** | **Weight** | **Due date** |
| Participation  Midterm  Reflective Journaling | 5  25  15 | Ongoing  February 12, 2021  March 12, 2021 |
| Online Quizzes | 25 | Ongoing |
| Final Exam | 30 | TBD |
| **Total 100%** | | |

**Details of Evaluation Components**

Participation

**Value**: 5% of final grade

**Date**: Ongoing

**Description**: Active participation in the course is important for the building of a critical learning community which is the objective of this course. Participation will be graded in two ways:

1. Discussion Board: Each student is expected to make a minimum of two posts on the discussion board. At least one post should raise an issue and at least one should be a response to someone’s post. Posts are expected to demonstrate critical thinking. You must also demonstrate understanding of concepts and contents in the course. Students will earn up to 2.5 points toward their final grade for participation on the discussion board.
2. Live Participation: Each student must respond to a question, share something from their critical reflection journal or contribute to class discussions at least one time in live lesson. Students will earn up to 2.5 points toward their final grade for live class participation. Use your journal to document your participation in class for your record (record only the date and the topic that was being discussed). We will also be keeping a record of your class participation.

## Midterm Exam

**Value**: 25% of final grade

**Date**: February 12, 2021

**Description**: The midterm exam will comprise multiple choice and short answer questions, covering materials from the required reading and lectures (Lessons 1-4 only). Further details will be discussed in class.

Quizzes

**Value**: 25% of final grade

**Description**: You are expected to attend and participate in class fully. You will be assigned open-book activities during class time, which you are expected to complete. These activities could include short answer or multiple-choice questions, reflections or your reaction to a required reading. I will not be telling you when these activities will be given so good class attendance is important. You must submit completed activities at the designated time to earn grade. ***There will be no make-ups for missed in-class activities***. A total of 5 equally weighted activities will be assigned. These are worth 25 per cent of your final grade.

Critical Reflection Journal

**Value**: 15% of final grade

**Date**: March 12, 2021

**Description**: The aim of the critical reflection journal is to help you to confront your own beliefs, to consider how they might be influenced by broader systems of power, and to consider (if) how your perspective is being changed (or reaffirmed) by deeper contemplation of the issues raised in the course. In your journal, please record your class participation (record the date and in a sentence, record the topic of discussion).

Procedure: Between Week 1-8, you will be asked to reflect on an issue related to the associated topic/readings. The question for reflection will be posted at the beginning of the week on the discussion board. You are expected to respond to the issue in a thoughtful and critical way. There are no limits to the length of each reflection, but each must be a minimum of 1 page (double spaced). You can quote academic materials in your reflection, but we are looking for your ideas and thoughts. There is no need to have a reference list after each reflection. One reference list is sufficient. Additional details and the rubric will be posted on CANVAS. Your submission must be in WORD format.

Final Exam

**Value**: 30% of final grade

**Date**: TBD

**Description**: The final exam will have specific focus on topics covered from Lessons 9 to 12 and will comprise multiple choice and short-answer questions. Please note that in order to adequately answer questions, you will need to draw on insights gained from the beginning of the course.

**Midterm and Final Examination Scheduling:** Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the specified examination period; students should therefore avoid making prior travel, employment, or other commitments for this period.  If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.  Students are encouraged to review all examination policies and procedures at: <http://students.ubc.ca/success/academics-ubc#final-exams>

**Important information about your written assignments**

**Submission**:  Assignments must be submitted electronically via the course webpage by midnight of the due date. If you have questions about this, please feel free to consult with me in advance of the due date.

**Referencing**:  Intellectual property includes ideas, arguments, phrases, sentences, paragraphs, or results of research.  When you use excerpts from someone else’s work in your essay, paper, or presentation, you must acknowledge the original author in a footnote or another accepted manner of citation. The UBC Library can help you with proper citation.

Several sociological academic sources should be used to explore the topic/question outside of the textbooks (usually, a minimum of 5 sources).  Sources for ALL ideas and quotations used are to be properly referenced using the APA format.  Penalties will result if this referencing is not undertaken.  No more than 20% of sources can be internet sources (unless the source is from an online academic database). A guideline for how to cite different types of texts using the APA format will be uploaded to the course page on Canvas.

**Late Assignment**:  All assignments must be turned in by the assigned due dates unless extenuating circumstances arise or if you have made prior arrangements with me. A new due date may be negotiated depending on the situation. Otherwise, late work may be penalized by a 5% deduction of your grade for each day that the assignment is late.

**OTHER COURSE INFORMATION**

**Access & Diversity:** The University accommodates students with disabilities or ongoing medical condition or challenges that may affect their academic success. Some examples of accommodations are: alternate format for print materials; extended time on exams; classroom captioning. The university also accommodates students whose religious obligation conflict with that course, including attendance, submission of assignments or the completion of tests and examinations on specific dates. It is your obligation to inform me in advance of any accommodations that you may require. For more information on accommodations offered by the university, please visit the Access and Diversity Centre on campus or their website at: <http://students.ubc.ca/success/student-supports/academic-accommodations>

**Integrity Defined:** The University is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Please review the UBC calendar on “Academic regulations” for the university policy on cheating, plagiarism and other forms of academic dishonesty. You should visit the student services website for tips and resources to help you stay compliant to the university regulations at <http://students.ubc.ca/success/academics-ubc>

**Plagiarism (taken from UBC Course Calendar):** The university defines plagiarism is the act of submitting the intellectual property of another person as your own. It is one of the most serious of academic offences. Penalties for plagiarism may range from a failing grade in a course to suspension from the University. Acts of plagiarism include:

* Copying all or a part of another person’s work and presenting it as your own
* Purchasing a paper from someone (or a website) and presenting it as your own
* Re-submit your work from one course to fulfill a requirement in another course

*University Regulations*

It is your responsibility to be aware of University regulations. A complete listing of academic regulations that apply to every student at UBC can be found in the “Policies and Regulations” chapter of the UBC Calendar at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>

**Early Alert:** If at any time, I become concerned about your academic performance or wellbeing, I will do my best to connect with you to address the situation. I also encourage you to speak to me if you need assistance. I may also identify my concerns using Early Alert, a program which allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources and support to help you. The information is treated confidentially and would be sent out of concern for your academic success and wellbeing. Please visit earlyalert.ubc.ca for more information.

**University Academic Courses Policy:** Criteria to Pass: Students must submit all their assignments and must achieve a minimum of 50% overall to pass this course.The following grading system as adapted fromthe Faculty of Arts “Grading Guidelines” applies:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Comment** | **Detailed Description** |
| A+ (90 - 100%)  A (85 – 89%)  A- (80 – 84%) | Exceptional | Exceptional student performance: Strong evidence of original thinking and sound critical evaluation. Very good organization and capacity to analyze and synthesize information. Superior grasp of the literature and/or subject matter. |
| B+ (76 - 79%)  B (72 - 75 %)  B- (68 – 71%) | Very Competent | Very competent student performance: Evidence of original thinking and critical evaluation. Good organization, analytic ability and synthesis of information. Very reasonable understanding of the literature and/or subject matter. |
| C+ (64 - 67%)  C (60 - 63%)  C- (55 - 59%) | Adequate | Adequate student performance: Able to provide simple solutions to critical and analytical problems. Adequate organization, analysis and synthesis of information. Some understanding of the literature and/or subject matter. |
| 50% - 54% (D) | Pass | Passing student performance: Serious weaknesses in organization, critical, and analytic skills. Little evidence of understanding of the literature and/or subject matter. |
| 0% - 49% (F) | Fail | Failing student performance: Severe weaknesses in organization, critical and analytic skills. No evidence of understanding the literature and/or subject matter. |

**Returned Assignments and Marks:** Aside from computational or other minor errors on our part, all marks assigned are final. We will not discuss assignments in the first 24 hours after they are returned so that students can spend that time considering the comments or going over the

assignments themselves. If you are dissatisfied with your grade or comments after this, please notify me and provide an explanation of why you believe the paper should be awarded a different grade. Please note that subsequent reviews can result in the grade either increasing or decreasing.

Class Schedule

PART I: SOCIO-HISTORIC FOUNDATIONS OF ‘DEVELOPMENT’

**Week 1: Course Introduction, the origin of ‘development’ (Jan. 11-15, 2021)**

Monday January 11, 2020: Introduction and Syllabus Review

*Required Readings for Friday September 6, 2019:*

McMichael, P. (2017). Chapter 1: Development Theory & Reality. *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 1-24). London: Sage Publications.

Rist, G. (2014). Chapter 1: Definitions of Development. *The history of development: From western origins to global faith (pp. 8-24)*. Zed Books Ltd.

**Week 2: Theories of Development (Jan. 18-22, 2021)**

*Required Reading*

Reyes, G. E. (2001). Four main theories of development: modernization, dependency, world-systems and globalization. *Nómadas. Revista Crítica de Ciencias Sociales y Jurídicas*, 4(2), 109-124.

Frank, Andre Gunder. (1969). “The development of underdevelopment” *Monthly Review* 18(4):17-31.

Nederveen Pieterse, Jan. 2000. “After Post-Development.” *Third World Quarterly* 21( 2)175-91.

*Optional Reading*

Desai, R. (2017). Theories of Development. In P. Haslam, J. Schafer and P. Beaudet (eds.), *Introduction to International Development: Approaches, Actors, Issues, and Practices* (p. 43-64). Toronto: Oxford.

Ziai, Aram. (2017). Post-Development and Alternatives to Development. In P. Haslam, J. Schafer and P. Beaudet (eds.), *Introduction to International Development: Approaches, Actors, Issues, and Practices* (p. 65-83). Toronto: Oxford.

Bernstein, Henry. 1971. “Modernization Theory and the Sociological Study of Development,” *Journal of Development Studies* 7(2):141-60.

Kreutzmann, H. (1998). From modernization theory towards the ‘clash of civilizations’: directions and paradigm shifts in Samuel Huntington's analysis and prognosis of global development1. *GeoJournal*, 46(4), 255-265.

**Week 3: Colonialism & Development (Jan. 25-29, 2021)**

*Required Reading*

McMichael, P. (2017). “Chapter 2: Instituting the Development Project”. *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 25-54). London: Sage Publications.

Rist, G. (2014). “Chapter 4: The Invention of development” *The history of development: From western origins to global faith (pp. 69-79)*. London: Zed Books Ltd.

Rutschman, A. S. (2021). Is There a Cure for Vaccine Nationalism? *Current History*, 120(822), 9-14.

*Optional Reading*

Davis, M. (2000). The origin of the third world. *Antipode*, 32(1), 48-89.

Cooke, Bill. 2003. “A new continuity with colonial administration: participation in development management.” *Third World Quarterly* 24(1):47-61.

PART II: THE DEVELOPMENT ERA

**Week 4: Global Dimensions of the Development Project (Feb 1 -5, 2021)**

*Required Readings:*

McMichael, P. (2017). “Chapter 3: The Development Project -International Framework” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 55-79). London: Sage Publications.

Korzeniewicz, M. (1994). Commodity chains and marketing strategies: Nike and the global athletic footwear industry. *Contributions in Economics and Economic History*, 247-247.

**Week 5: Development and the Division of Labour (Feb. 8-12, 2021)**

*Required Readings:*

McMichael, P. (2017). “Chapter 4: Globalizing Development” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 80-108). London: Sage Publications.

Cirera, X., & Lakshman, R. W. (2017). The impact of export processing zones on employment, wages and labour conditions in developing countries: systematic review. *Journal of Development Effectiveness*, 1-17.

Optional Reading

Russell-Brown, S. L. (2003). Labor rights as human rights: The situation of women workers in Jamaica's export free zones. *Berkeley Journal of Employment and Labor Law*, 24(1), 179-201.

**Midterm February 12, 2021**

**READING BREAK (Feb. 15-19, 2021)**

NO CLASSES

**Week 6: Development and the Global Economy (Feb. 22-26, 2021)**

*Required Reading*

McMichael, P. (2017). “Chapter 5: Instituting the Globalization Project” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 110-146). London: Sage Publications.

Stilglitz, J.E. (2007). Globalism’s Discontent. In J.T. Roberts and A. Bellonettite (eds.), *The Globalization and Development Reader (295-304)*. London: Blackwell

PART III: GLOBALIZATION & RESISTANCES

**Week 7: The Globalization Project (Mar. 1 – 5, 2021)**

*Required Reading*

McMichael, P. (2017). “Chapter 6: The Globalization Project in Practice” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 147-178). London: Sage Publications.

Bales (2003) Because she looks like a child. In B. Ehrenreich and A. R. Hochschild (eds.). *Global Woman (p. 207-229)*. New York: Holt.

*Optional Reading*

Pyle, Jean L. (2001). Sex, Maids, and Export Processing: Risks and Reasons for Gendered Global Production Networks. *International Journal of Politics, Culture and Society*, 15 (1): 55-76

**Week 8: Globalization: Feminist & Environmental Responses (Mar. 8- 12, 2021)**

*Required Readings*

McMichael, P. (2017). “Chapter 7: Global Counter-movements *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 179-212). London: Sage Publications.

Rathgeber, Eva. (1990). “WID, WAD, GAD: Trends in Research and Practice.” *The Journal of Developing Areas,* 24:489-502.

Optional Reading

Desai, M. (2007). Transnational Solidarity: Women’s Agency. Structural Adjustment and Globalization. In J.T. Roberts and A. Bellonettite (eds.), *The Globalization and Development Reader (403-419)*. London: Blackwell

**Reflective Journals are due March 12, 2021**

**Week 9: Globalization: Crises (Mar. 15- 19, 2021)**

*Required Readings:*

McMichael, P. (2017). “Chapter 8: The Globalization Project in Crisis” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 214-247). London: Sage Publications.

*Optional Readings*

Spalding, R. J. (2008). Neoliberal Regionalism and Resistance in Mesoamerica. *Latin American Social Movements in the Twenty-First Century*, p. 323-336. Lanham, Rowman & Littlefield.

Sachs, J. (2007). The Anti-Globalization Movement. In J.T. Roberts and A. Bellonettite (eds.), *The Globalization and Development Reader,* p. 356-359. London: Blackwell

Sader, Emir. 2009. “Postneoliberalism in Latin America*,” Development Dialogue* 51: 171--‐180

Sum, L. (2009). Struggles against Wal-Martisation and neoliberal competitiveness in (southern) China– Towards postneoliberalism as an alternative? *Development Dialogue* 51:157-170

Demirovic, A. (2009). Postneoliberalism and post-Fordism – Is there a new period in the capitalist mode of production? *Development Dialogue* 51:45-58

**Week 10: Global Resistances: Fair Trade and Development (Mar. 22-26, 2021)**

*Required Reading*

Walton, A. (2010). What is fair trade? *Third World Quarterly*, 31(3), 431-447.

Ruben, R., Fort, R., & Zúñiga-Arias, G. (2009). Measuring the impact of fair trade on development. *Development in Practice*, 19(6), 777-788

Conroy, M. (2007). Tapping the Ethic of “Fairness”: Certifying Global Commodity Trade. In Conroy, M. E. (2007). *Branded!: how the'certification revolution'is transforming global corporations* (p. 97-119). New Society Publishers.

PART IV: NEW APPROACHES TO ‘DEVELOPMENT’?

**Week 11: New Approaches to Development: MDGs, SDGs & SDIs (Mar. 29 -Apr. 1 2021)**

*Required Readings:*

McMichael, P. (2017). “Chapter 9: Sustainable Development?” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 249-279). London: Sage Publications.

Hickel, J. (2020). The sustainable development index: Measuring the ecological efficiency of human development in the anthropocene. *Ecological Economics*, *167*, 106331.

Persson, Å., Weitz, N., & Nilsson, M. (2016). Follow‐up and Review of the Sustainable Development Goals: Alignment vs. Internalization. *Review of European, Comparative & International Environmental Law*, 25(1), 59-68.

Optional

United Nations. (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*. New York: UN. <http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf>

Clemens, M. A., Kenny, C. J., & Moss, T. J. (2007). The trouble with the MDGs: confronting expectations of aid and development success. *World development*, 35(5), 735-751.

Sachs, J. D. (2012). From millennium development goals to sustainable development goals. The *Lancet*, 379, 2206-2211.

Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice. *Environment (Washington DC*), 47(3), 8-21. <http://www.cepn-paris13.fr/epog/wp-content/uploads/2016/01/CONSOLO_Kates-et-al.pdf>

**Week 12: Rethinking Development (Apr. 5-9, 2021)**

*Required Readings:*

McMichael, P. (2017). “Chapter 10: Rethinking Development” *Development and Social Change: A Global Perspective: A Global Perspective* (6th ed.,) (pp. 280-300). London: Sage Publications.

Trainer, T. (2020). De-growth: Some suggestions from the Simpler Way perspective. *Ecological Economics,* 167, 106436.

*Optional Readings*

Nussbaum, M. C. (2003) ‘Capabilities as fundamental entitlements: Sen and global justice’, *Feminist Economics*, 9(2–3), pp. 33–59.

Nussbaum, M. C. (2004) ‘Beyond the social contract: capabilities and global justice’, *Oxford Development Studies*, 32(1), pp. 3–18.

Mannathukkaren, N. (2017). Culture and Development. In P. Haslam, J. Schafer and P. Beaudet (eds.), *Introduction to International Development: Approaches, Actors, Issues, and Practices* (p. 441-460). Toronto: Oxford.

**Week 13: Revision & Final Exam (Apr. 12 & 14, 2021)**

Revision

Additional Resources

The following items might be useful in providing additional content on development and underdevelopment:

*Journals*

Third World Quarterly

Development and Change

Economic Development and Cultural Change

Journal of Development Studies

World Development

Development in Practice

*Books*

Rist, G. (2004). *The History of Development from Western Origins to Global Faith*. London: Zed Books.

Boserup, E (2007). *Women’s Role in Economic Development*. Earthscan.

Escobar, A. (1994). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.

Roberts, J. T., Hite, A. B., & Chorev, N. (Eds.). (2014). *The globalization and development reader: Perspectives on development and global change*. John Wiley & Sons.

Sachs, J. (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin.

Sen, A. (1999). *Development as Freedom*. New York: Anchor Books.

Stiglitz, J. E. (2002). *Globalization and its Discontents* (Vol. 500). Norton: New York.

United Nations Development Programme. (2010). *Human Development Report 2010: 20 years on: Pushing the frontiers of human development*. New York: UNDP.

\*\*\*\*THE END\*\*\*\*

1. <http://www.liberatingstructures.com/> [↑](#footnote-ref-1)
2. <http://www.liberatingstructures.com/> [↑](#footnote-ref-2)